I. COURSE DOMAIN AND BOUNDARIES

This course recognizes that effective program development is an important component of social work practice: social workers are frequently called upon to plan and design programs as part of their jobs. The course supports the use of an effectiveness based planning process as a means to judiciously consider and utilize best practices and empirically based program models when developing a program. The Evidence Based Practice (EBP) process is considered to be the standard upon which measureable and sustainable programs are designed, implemented and evaluated and thus, the course requires that students understand and apply the steps in the EBP process (asking answerable research and practice questions related to an area of client need, searching and critiquing the literature through finding best practice characteristics and empirically supported program models, applying the literature through designing program goals, objectives, activities which adhere to fidelity principles and evaluating the product and process through creating program evaluation plans).

The course will explore concepts related to developing effective programs with respect for cultural relevance, justice, race, color, ethnicity, class, gender, sexual orientation, religion, physical or mental disability, age, immigration status, national origin, and political ideology. This course emphasizes the development of effective programs that strengthen client populations and that build the clients’ capacity to help themselves by highlighting opportunities to involve individuals, families and communities in the development process. In addition, it recognizes that developing effective programs using a collaborative framework provides an opportunity to advance the profession’s responsibility to work with and serve those with needs they cannot meet alone, thus promoting both social and economic justice. It provides a program planning, implementation, evaluation and funding context for exploring values and ethics relevant to the NASW code of ethics.

The course will utilize practice examples and published program research to enhance skills in critically evaluating program design and management practices. Each student’s knowledge of and commitment to the social work profession will be advanced, with a focus on their future professional utilization of effective program design and funding strategies.

Through readings, lectures and applied course work, the course will provide students with the knowledge, skills, and tools necessary to facilitate client need driven program development. Students will participate in agency/community applied learning projects as an integral part of this course.
II. MSW COMPETENCIES ADDRESSED IN THIS COURSE:

<table>
<thead>
<tr>
<th>Demonstrate Ethical and Professional Behavior</th>
<th>C1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage diversity and difference in practice.</td>
<td>C2</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice.</td>
<td>C3</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
<td>C4</td>
</tr>
<tr>
<td>Assess individuals, families, groups, organizations, and communities</td>
<td>C7</td>
</tr>
<tr>
<td>Intervene with individuals, families, groups, organizations, and communities</td>
<td>C8</td>
</tr>
<tr>
<td>Evaluate individuals, families, groups, organizations, and communities</td>
<td>C9</td>
</tr>
</tbody>
</table>

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019

Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual's identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may
also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb, Director of the Relationship and Sexual Violence Prevention Center, or Jen Durham Austin, Support Services Counselor. Both Kim Webb and Jen Durham Austin are confidential resources; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkenney@wustl.edu, or by visiting the Title IX office in Umrath Hall. Additionally, you can report incidents or complaints to the Office of Student
Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. READINGS

Required and Recommended text books are available on Reserve in the Brown School library and for purchase from the WUSTL Bookstore. All other required articles are electronically available on the Blackboard page for this course and section or on hard copy reserve in the library, as noted. The instructor may also distribute additional articles and handouts in class and will post additional materials on Blackboard. Readings are always due the day they are scheduled in the syllabus.

Required texts:

Required Internet readings: All Internet resources are available to download for no charge: (These and MANY OTHER RELEVANT resources are available through Blackboard, in the course materials section).


Other Supplemental Internet Reading *(review each class session for other readings)*

https://minorityhealth.hhs.gov/omh/browse.aspx?lvl=3&lvlid=43

VI. ORGANIZATION OF COURSE

This class has two primary sections: understanding the theories and evidence based best practices in current program development and utilizing this framework to develop an implementable program which addresses a client need. The class is divided into different types of instruction: didactic, practical information and exercises, and case study analyses. Significant in-class work will be completed in small groups. This format requires much in student preparation: neither missing classes nor missing papers will be allowed except for emergency situations.

VII. ROLE OF FACULTY AND STUDENTS

Faculty is responsible for preparing the didactic section of class, directing students to empirically supported programs for health and social service settings and for assisting students in the development of a program through repeated reading and editing.

Requirements:

Students are required to: 1) be in a current practicum setting with relevant experience on which they can draw and/or be employed in a social service agency. Course assignments will be developed within this context and will require input from agency staff/administrators. 2) Students are expected to attend all class sessions, on time. 3) Students are expected to complete readings and participate in each class session. Failure to meet any of these expectations will result in a lower grade, drop from the course, or incomplete course completion.

PROFESSIONAL USE OF TECHNOLOGY DURING CLASS: While note-taking on computers can be an appropriate learning tool, it can also detract from attention to class discussions and the quality of participation. The instructor retains the right to ask students to not use computers during portions of the class. At all times, students are encouraged to consider the impact of their in-class use of computers on the learning environment for themselves, their classmates and the instructor. Texting, checking e-mail or using the computer or internet for personal or non-class related purposes during class time is never appropriate and will be immediately addressed by the instructor. For additional information, please refer to the *Brown School policy for electronic devices in the classroom* in the student handbook section of Inside Brown.
VIII. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Competency/Competencies</th>
<th>Dimension/Dimensions Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Identification: Interview with Agency</td>
<td>C1, C4, C7</td>
<td>Knowledge, Cognitive Processes</td>
</tr>
<tr>
<td>Social Problem Analysis</td>
<td>C3, C7</td>
<td>Knowledge, Cognitive Processes</td>
</tr>
<tr>
<td>Literature Review/Summary of Best Practices</td>
<td>C4, C6, C7</td>
<td>Knowledge, Cognitive Processes</td>
</tr>
<tr>
<td>Program Designs (Draft #1 and Final Design)</td>
<td>C1, C3, C4, C7, C8, C9</td>
<td>Skills, Cognitive Processes</td>
</tr>
<tr>
<td>Program Design Presentation</td>
<td>C1, C4</td>
<td>Skills, Cognitive Processes</td>
</tr>
<tr>
<td>In class assignment: Critical Analysis of Design Process and Agency Readiness to Implement</td>
<td>C4, C9</td>
<td>Knowledge, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>In class assignment: Goals &amp; Objectives</td>
<td>C2, C3, C4</td>
<td>Knowledge, Skills</td>
</tr>
<tr>
<td>In class assignment: Building a Budget</td>
<td>C1, C8</td>
<td>Knowledge, Skills</td>
</tr>
</tbody>
</table>

Course Activities

In class activity: Logic Model Building                                            | C4                      | Skills                                             |
In class activity: Finding Funding                                                | C1, C8                  | Knowledge, Skills                                  |

IX. ASSIGNMENTS AND GRADING CRITERIA

A word about grades: Grades are not a reflection of your value as a person. They are a reflection of the reality of balancing school with other responsibilities, as well as your level of effort. Grades also reflect the extent to which the content of a course fits with your existing knowledge and skills, which will vary from course to course. What is most important is that you are challenged and that you learn.

Visual of assignment structure is below:

1. Identification of social problem/client need
2. Empirical support for client need and summary of best practice characteristics and evidence based program models
3. Program design drafts (2) include goals, outcome and process objectives, related activities, evaluation plans and a program budget
4. Oral presentation of the program design content, supported by visual aids, to an internal or external stakeholder group

Client need is identified, best practices to address the need are used to design the program and then funding and additional stakeholder support is sought.

Identify a social problem that results in an unmet or under-met need for a client group at your practicum site/agency of employment. The assignments for this course will be developed around this need and should meet the needs of the clients first and the agency secondly. It is expected that the program design you will be working on will be developed with input from your supervisor/agency administrator. In addition, programs must be developed in the context of the best available empirical evidence. The program may or may not be implemented at the agency’s discretion.

Please note: Students are expected to follow directions within the syllabus for each assignment. All assignments are to be double-spaced including a cover page and headings as outlined in each assignment. Use APA formatting for references.
Assignments are to be electronically submitted to both instructors to the e-mails as indicated on page 1 of this syllabus. “Due in class” means the assignment should be e-mailed by the start of class (5:30pm).
Graded papers will be provided to students with feedback electronically to the e-mail address the student designates.

Assignment 1: Agency Interview (5 points)
Due in class on September 4, 2019

Interview your field instructor, or the person at your practicum agency who is most familiar with program planning, implementation and evaluation. Students will be given 5 minutes each to present their findings from their 1-2 page paper.

Consider the questions these questions from the previous edition of Designing and Managing Programs text (Kettner, et al). In addition, consider the questions on the Program Analysis Question handout under “Defining Programs,” “Assessing Diverse Populations,” “Program Analysis,” and “Needs Assessment.”

1) What is the nature of the situation or condition? * Ask the agency representative to indicate at least one unmet or undermet social condition/problem experienced by clients served at the agency. For example, beyond the services being offered to clients, what additional needs do they have? Please guide your agency representative towards CLIENT NEEDS, not specific programs that they want you to develop. Kettner’s chapters will help you understand this important difference and we will discuss it in class as well.
2) How are the terms being defined?
3) What are the characteristics of those experiencing the condition?
4) What is the scale and distribution of the condition?
5) What social values are being threatened by the existence of the condition?
6) How widely is the condition recognized?
7) Who defines the condition as a problem?
8) What is the cause and effect relationship of the problem?
9) Are there gender, ethnic or LGBTQ considerations?

You do NOT need to ask each question, instead, these questions should guide your discussion – the intent is to discover how the agency generally addresses unmet or under-met needs of clients.

Please note: Identifying the social problem provides a starting point for all future assignments so while it is worth only a few points, it is a very important assignment which deserves significant attention.

This assignment is worth 5 points.

Assignment 2: Social Problem Statement and Critique of Problem Analysis Process (10 points)
Due in class on September 18, 2019.

This 3 - 5 double-spaced APA page paper will include:
1) Description of your agency and community setting
2) Identify and describe a social condition / problem experienced by clients served by your agency (to clarify: this is the unmet or undermet need that you will develop a program to address).
   a) Explain how this problem was identified by the agency.
3) Critical Analysis of Kettner’s “new approach” in comparison to traditional program planning. Use examples from your practicum agency to discuss their adherence to either the traditional approach or Kettner’s approach, or a combination of the two.
4) Discuss what information is missing from a complete understanding of the problem and what specific next steps you will take in order to fully understand the problem.
a) You must be able to demonstrate an understanding of what information you will need to obtain, even if you don’t currently have it. (For example, you may need to know more about the etiology of the problem and so would list several possible causes with suggestions for where you would look to find the answers). Additional information about the empirical basis for the problem will be required within the next assignment.

This will provide an outline for the future assignments, which will require more depth and breadth. This is intended to give you a beginning point on which to build your program design.

This assignment is worth 10 points (10% of your final grade).

Assignment 3: Literature Review / Summary of Best Practices, 20 points
Due in class on October 9, 2019

This APA compliant paper will include the following components and should be no more than 8 pages:
1) Empirically supported background of problem area
2) Problem statement & empirically supported characteristics of “effective programs” and / or “best practices”
3) Summarize 4 “best practice” articles that describe at least 2 program models targeting the social problem and addressing the unmet client need.
   a) Include in your discussion:
      i) Description of population/target group
      ii) Program Description
      iii) Findings/Lessons Learned
      iv) Limitation of research
4) Applicability to agency and program design:
   a) Discuss the practice implications of these models on your plan for your program design.
   b) Describe your anticipated “next steps” for utilizing these program models in your program design

This assignment is worth 20 points (20% of your final grade).

Assignment 4 and Assignment 5: Program Design, 35 total points
Due in class on October 23, 2019 (draft #1), November 6, 2019 (draft #2 for peer review) and December 4, 2019 (final).

This APA compliant paper will include the following components:

Draft #1: (13 page maximum)
1) Agency Description
2) Statement of Need
   a) Problem Statement
   b) Utilize generalizable and agency level data to empirically support the need
3) Rationale for Program
   a) synthesis of the best practice characteristics and/or effective program(s) and summarize the specific components that will be incorporated into your program design
4) Implementation plan which clearly describes how you will implement the model and/or or best practice components
5) Program Narrative
   a) Program Hypothesis (following the format discussed in class)
   b) Program Goal(s)
   c) Outcome Objectives AND Process Objectives (SMART)
d) Program Activities

Draft #2 adds: (18 page maximum)

6) Logic Model
   a) Visual depiction of program design model
      i) 1 page visual depiction of the program design, must include:
          (1) Problem statement/situation
          (2) Goal(s)
          (3) Assumptions and External factors
          (4) Inputs
          (5) Activities / Processes / Throughputs
          (6) Outputs
          (7) Outcomes (short, intermediate and/or long term/impact)

7) Evaluation & Measurement Plan (include formative and summative; process and outcome)

8) Budgets and financial plan
   a) Budget summary
   b) Line item budget
   c) Budget narrative
   d) Financial sustainability plan

9) Work Plans (Time/Task charts, Gantt charts, PERT charts, Timelines, etc)

10) Closing Summary

Final includes all revisions and a 10 minute presentation. STUDENTS WILL BE STOPPED AT 10 MINUTES. It is highly advisable to practice prior to presenting.

These assignments are worth 35 points combined (35% of your final grade). Draft #1 is worth 10 points and is due in class on October 23rd. Draft #2 is due for peer review and instructor review in class on November 6th and is worth 5 points. The final is worth 20 points and is due in class on December 4th.

Assignment 6: Presentation of Program Design
Due in class on December 4, 2019 (as needed, to continue on December 11th)

Students will provide a 10 minute presentation of their program design. Presentation content must include an overview of the need, the program components and the financial costs of the program, with special attention paid to the implementation components and financial sustainability of the program. Grade will be determined by content and format of the presentation, with attention paid to appropriate presentation skills.

This presentation is worth 5 points (5% of your final grade) and will be completed in class on December 4th (as needed, to continue on December 11th).

Classroom Assignments
Throughout the semester, students will complete worksheets to guide the larger program design assignments. Details for each assignment and worksheets as appropriate will be provided in class, many of these will be completed during class but in cases where there is not adequate time, these will be required as homework. These will be submitted to the instructor for points.

Classroom Assignments
   a. Goals/Objectives worksheets 5 points
   b. Budget worksheets 5 points
   c. Critical Analysis of design process 5 points

These classroom assignments are worth 15 points (15% of your final grade) and are due in class.
Classroom Assignment #1: Goals & Objectives, October 2, 2019: In-class Assignment, 5 points
Using the Program Hypothesis template and the Goals, Objectives and Activities planning tool template:
1. Create a program hypothesis for your program design
2. Practice creating goals/objectives/activities:
   a. Create a goal, 2 objectives (1 outcome, 1 process) and 1 activity for each objective

Classroom Assignment #2: Budget, October 9, 2019: In-class Assignment, 5 points
Students will be required to bring laptop to class. We will create a preliminary line item budget for your program in Excel from scratch.

Classroom Assignment #3: Critical Analysis of Design Process, December 11, 2019: In-class Assignment, 5 Points
Students will be prepared to discuss the following questions:

1) How useful to your academic learning was the process of designing this program?
   a) Did you get “stuck” at any point in the process? Where and to what do you attribute this? (Did you get “un-stuck” and what helped you to get “un-stuck”?)
   b) What 3 specific skills did you learn or enhance throughout this course? What contributed to the skill building?
   c) How could your learning have been enhanced? (Through what specific classroom strategies: lecture, assignments, small group discussions, labs, guest speakers, etc.)
   d) How do you anticipate utilizing this knowledge in future practice?

2) How useful to your agency was the design process?
   a) How involved was your agency (supervisor and other staff) in the process of designing this program – to what do you attribute their level of engagement (or disengagement)?
   b) What internal and external factors will influence whether or not your agency implements this program?
   c) What would be required for implementation? (funding, motivation of stakeholders, etc).
   d) To what degree can you influence these factors?

Class Attendance and Participation
Do not ask if you will miss anything if you are absent, of course you will: content is covered each week!
Class attendance and participation are expected and graded accordingly. You are expected to come to class prepared to discuss in large and small groups the readings, your progress on program design tasks and provide feedback to your classmates on the same.

Small group work is a vital component of this course and your presence or absence from class will affect the learning environment for you and your fellow classmates. Therefore, each absence from class will result in a minimum of 1 point deduction in participation grade. Considerations will be made for professional or personal emergency situations on a case-by-case basis (speak to the instructors ASAP). In addition, completing the course evaluations online at the middle and end of the semester will be factored into your participation grade.

Class attendance and participation are worth 10 points (10% of your final grade) and will be assessed on an ongoing basis.

POLICY ON LATE ASSIGNMENTS: Late assignments will be penalized a minimum of 1 point for each day late (submitted after 5:30pm). Notify the instructors in advance of the due date if there are severely extenuating circumstances (e.g., injury, illness, birth or death in the family).
Grading Summary:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency Interview</td>
<td>5</td>
</tr>
<tr>
<td>Social Problem Statement and Critical Analysis</td>
<td>10</td>
</tr>
<tr>
<td>Lit. Review and Summary of Best Practices</td>
<td>20</td>
</tr>
<tr>
<td>Program Design Draft #1</td>
<td>10</td>
</tr>
<tr>
<td>Program Design Draft #2</td>
<td>5</td>
</tr>
<tr>
<td>Final Program Design</td>
<td>20</td>
</tr>
<tr>
<td>Classroom Assignments</td>
<td>15</td>
</tr>
<tr>
<td>Goals / Objectives worksheets</td>
<td>5</td>
</tr>
<tr>
<td>Budget worksheets</td>
<td>5</td>
</tr>
<tr>
<td>Critical Analysis of design process</td>
<td>5</td>
</tr>
<tr>
<td>Program Design Presentation</td>
<td>5</td>
</tr>
<tr>
<td>Class Attendance and Participation</td>
<td>10</td>
</tr>
<tr>
<td>Total points</td>
<td>100</td>
</tr>
</tbody>
</table>

Course Grading Scale:

95 - 100 = A  
90 – 94 = A-  
87 – 89 = B+  
84 – 86 = B  
80 – 83 = B-  
78 – 79 = C+  
74 – 77 = C  
70 – 73 = C-  
Below 70 = F

X.  COURSE OUTLINE

Class #1: August 28 2019

**Topic: Effectiveness-Based Program Planning Principles; Identifying the Social Problem**

This class provides an overview of the course schedule and an introduction to the concepts associated with program development. It will also introduce the importance of understanding social problems and people in need when designing effective programs. Causes and consequences of social problems that result in unmet client needs will be explored. We will discuss social problems in the context of the community and the region, as well as how your agency’s mission addresses these problems.

**Required Readings:**

**Text:**

Kettner, Ch. 1 and 3: Contemporary Issues in Social Service Program Planning and Administration”, “Understanding Social Problems”

**Internet:**

Rand, Introduction (focus on: The 10 Accountability Questions and Developing a Vision sections)

**Student Assignment (due next week):** Interview with Practicum Supervisor (see Assignment section for more details).

Class #2: September 4, 2019

**Student Assignment Due:** Interview with Practicum Supervisor (utilize Kettner’s questionnaire in Ch. 1 and framework questions to guide your interview) due in class (e-mailed to instructors by 5:30pm). See Assignments and Grading Criteria.

**Topic: Effectiveness Based Program Planning: Needs Assessment**

This class continues the discussion of identifying underlying needs and problems. This class will explore the role of needs assessment in driving program development and the methods used to assess a variety of personal, environmental, and institutional strengths in order to develop and implement programs. We will
also identify and review intervention approaches and programs serving children, youth, and families—
including family support programs, prevention, intervention, etc.

**Required Readings:**

**Text:**
- Kettner, Ch. 4 and 5: “Needs Assessment: Theoretical Considerations”, “Needs Assessment:
  Approaches to Measurement”

**Internet:**
- Rand, Ch. 1: “Question #1: What are the Underlying Needs and Conditions in the Community?”

**Student Exercise:**
Students will utilize their Interview as well as Kettner’s framework questions (p. 43-47) to discuss the
extent to which their agency’s mission addresses client problems through its program planning,
implementation and evaluation. Students will also share their problem statements and receive feedback
from peers and instructors.

**Class #3: September 11, 2019**

**Topic:** Effectiveness-Based Program Planning Principles; Identifying and Utilizing Best Practices

Concepts will be presented in the framework of program effectiveness and what this means when working
within a variety of health and social service settings. Class will discuss the theoretical underpinnings of
program design, including the continuum of prevention through intervention. We will discuss using
evidence to ensure that program planning and development is based on best practice research. Class will
focus on cultural competency in designing programmatic solutions to client needs. Particular attention
will be given to race, ethnicity, class, gender, sexual orientation, religion, physical or mental disability,
age, and national origin.

**Required Readings:**

**Internet:**
- Rand, Ch. 3: Which Evidence-Based Programs can be used to reach your goal? (Best Practice)

  University of Kansas (N.D.) Work Group for Community Health and Development.
  Community Tool Box Chapter 19, Section 6: Choosing and Adapting Community Interventions;
  Promoting and Adopting the Use of Best Practices.
  Available for download from: [http://ctb.ku.edu/en/table-of-contents/analyze/choose-and-adapt-

**Student Assignment (due next week):** Social Problem Statement assignment due in class (e-mailed to
instructors by 5:30pm). See Assignments and Grading Criteria.

**Class #4: September 18, 2019**

**Student Assignment Due:** Social Problem Statement assignment due in class (e-mailed to instructors by
5:30pm). See Assignments and Grading Criteria.

**Topic:** Program Planning: Goals, Objectives and Activities

This class will discuss how to develop a program hypothesis, goals and objectives when planning
programs. Instructor will explain the difference between goals, outcome objectives (intermediate and
final), process objectives, and activities. Class will focus on cultural competency in designing
programmatic solutions to client needs. Particular attention will be given to race, ethnicity, class, gender,
sexual orientation, religion, physical or mental disability, age, and national origin.

**Required Readings:**
Text:
Kettner, Ch. 6 and part 1 of Ch. 7: “Selecting the Appropriate Intervention, Strategy”, “Setting Goals and Objectives” *read pages 121 – 142 only*

Internet:
Rand, Chapter 2 “Question #2: What are the Goals, Target Populations and Objectives?”

Student Exercise: Students will use case studies to create goals and objectives as a beginning point to developing their own program designs.

In Class Assignment: (next week) Use goals/objectives materials provided on Canvas / in-class to create a program hypothesis and at least 1 goal, 2 objectives and related activities for your program design. This will be submitted in class next week.

Class #5: September 25, 2019
Student Assignment (In-Class): Goals & Objectives in-class assignment. See Assignments and Grading Criteria.

Topic: Program Planning: Goals, Objectives and Activities (continued)
Students will be guided in the use of a logic model for program design. Instructor will provide examples of actual logic models to demonstrate effectiveness of visual tools. IF YOU HAVE A LAPTOP, PLEASE BRING IT TO CLASS TODAY.

Required Readings:
Text:
Kettner, Chapter 8: “Designing Effective Programs”

Internet:
Rand, Chapter 6: “Question #6: What is the Plan for this Program?”


Supplemental Reading: Coffman, Learning from Logic Models

Student Exercises: Students will have the opportunity to utilize on-line resources to review logic model formats. Begin to design of logic model for program.

Class #6: October 2, 2019
Topic: Program Evaluation, Measurement and Monitoring: From A Planning Perspective
This class will include discussion on best methods to evaluate a program and how feedback (data) from evaluations should shape further program evaluation and modification. The critical link between client outcomes and program evaluation also will be discussed, including determining what data to collect and how to collect it. This class will also focus on the importance of effectively assessing program quality and process components (vs. only outcomes). A special emphasis will be placed on the ethics and values inherent in program evaluation.

Required Readings:
Text:
Kettner, Chapter 10: “Performance Measurement, Monitoring, and Program Evaluation” and
Chapter 11: Impact Program Evaluation and Hypothesis Testing”

Internet:
Rand, Chapter 7: “How will the Quality of the Program Implementation be Assessed?” and
Chapter 8: “How Well did the Program Work?”

Student Assignments (due next week): Literature Review assignment and budget in-class assignment
(see Assignment section for more details).

Class #7: October 9, 2019
Student Assignment Due: Literature Review assignment due in class (e-mailed to instructors by
5:30pm). Budget worksheet in-class assignment due at the end of class. See Assignments and Grading
Criteria.

Topic: Personnel, Budgeting, and Other Fiscal Considerations
This class will focus on understanding the link between successful program development and the
identification of organizational capacity, including financial capacity. The class will discuss development
of a budget for a specific program, the role of budgeting in program management and the presentation of
the program budget to community stakeholders. The necessity of an accompanying narrative/budget
justification will be addressed. IF YOU HAVE A LAPTOP, PLEASE BRING IT TO CLASS TODAY.

Student Exercises: Students will be develop a program line item budget and are suggested to bring a
laptop to use. This will be 5 points. Instructors will provide a form to use for budget.

Required Readings:
Line Item, Functional, and Program Budgeting Systems

Class #8: October 16, 2019

Topic: Working Class
This class will provide students with the opportunity to work on their program design in class with
instructor feedback.

Student Assignment (next week): Program Design Draft #1 assignment due in class. See Assignments
and Grading Criteria.

Class #9: October 23, 2019
Student Assignments: Program Design Draft #1 assignment due in class (e-mailed to instructors by
5:30pm). See Assignments and Grading Criteria.

Topic: From Program Development to Initial and Sustained Funding
This class will focus on understanding the link between successful program development and the
identification and procurement of necessary funding. The primary emphasis will be on obtaining
private/foundation funding. We will review the significance of leveraging funds to underscore the
importance of funding sustainability. Strategies to consider as part of future funding plans will also be
addressed. IF YOU HAVE A LAPTOP, PLEASE BRING IT TO CLASS TODAY.

Required Readings:
Canvas:

**Student Exercise:** Students will have the opportunity to utilize on-line resources to search for grants and funding sources appropriate for their program design and implementation. This will aid in program sustainability.

**Class #10: October 30, 2019**
**Topic:** Detailing the Implementation: Program Work Plans & Reviewing Program Design
This class will highlight the usefulness of Work Plans as visual tools to support program design content. In particular, the use of Gantt Charts, Time/Task Charts and PERT Charts will be discussed.
Students will have the opportunity to work with their peer review partner to provide and receive feedback regarding their program design proposals.

**Required Readings:** No readings

**Student Assignment (due next week):** Program Design Draft #2 for Peer Review. PLEASE BRING 2 PRINTED COPIES OF PAPER TO CLASS.

**Class #11: November 6, 2019**
**Student Assignment:** Completed Program Design Draft #2 assignment due in class for Peer Review. Peer Review completed in class. See Assignments and Grading Criteria.

**Student Exercise:** Peer Review of Program Draft
Students will complete a written critique of a fellow student’s proposal using the form provided by instructor. Instructors will also assist students in understanding how to transpose components of written assignment into a grant proposal.

**Class #12: November 13, 2019**
**Topic:** Program Implementation: From A Planning Perspective
This class will also focus on the importance of planning a program’s implementation fidelity process. Strategies for assessing agency readiness to implement will be presented.

**Required Readings:**

**Canvas:**


**Class #13: November 20, 2019**
**Topic:** Putting it all Together: Monitoring and Reporting
This class will focus on the importance of telling your story to funders and other interested stakeholders to communicate your program effectiveness as well as lessons you have learned. We will also discuss the
importance of how to prepare reports and dissemination plans on program successes and challenges to funders, Boards of Directors, and community stakeholders. Information and tips for creating an “elevator pitch” to explain projects will be provided in order to prepare students for their upcoming presentations.

Required Readings:
Canvas: View this TEDtalk: The Beauty of Data Visualization (David McCandless)

NO CLASS November 27 for Thanksgiving Break

Student Assignment (due next week): Completed Program Design Final Draft assignment due and Program Presentations in class. See Assignments and Grading Criteria.

Class #14: December 4, 2019
Student Assignment Due: Completed Program Design Final Draft assignment due and Program Presentations in class. See Assignments and Grading Criteria.

Topic: Student Presentations
Students will provide a 10 minute presentation of their program design.

No Required Readings

Class #15: December 11, 2019
Student Assignment: Program Presentations continue as needed in class. See Assignments and Grading Criteria. Critical analysis of design process questions discussed in class. See Assignments and Grading Criteria.

Topic: Student Presentations (as needed) & Ethical Issues, Values and Professional Responsibility in Program Administration
As needed, students will continue to provide a 10 minute presentation of their program design. The remainder of class will focus on ethical dilemmas related to program planning, implementation, and evaluation. Students will discuss relevant professional dilemmas which typically occur and that they have encountered in practicum and agency contexts.

Student Exercise: Students will briefly share their program design summaries and will reflect on the strengths and challenges they faced throughout the semester. Students will also have the opportunity to provide verbal feedback regarding the strengths of the course and how to improve the course to facilitate student learning. Students will also be prepared to discuss the following questions:

1) How useful to your academic learning was the process of designing this program?
   a) Did you get “stuck” at any point in the process? Where and to what do you attribute this? (Did you get “un-stuck” and what helped you to get “un-stuck”?)
   b) What 3 specific skills did you learn or enhance throughout this course? What contributed to the skill building?
   c) How could your learning have been enhanced? (Through what specific classroom strategies: lecture, assignments, small group discussions, labs, guest speakers, etc.)
   d) How do you anticipate utilizing this knowledge in future practice?

2) How useful to your agency was the design process?
   a) How involved was your agency (supervisor and other staff) in the process of designing this program – to what do you attribute their level of engagement (or disengagement)?
b) What internal and external factors will influence whether or not your agency implements this program?
c) What would be required for implementation? (funding, motivation of stakeholders, etc).
d) To what degree can you influence these factors?

Written course evaluations must be completed by the student independently via the University’s online system.

Required Readings:

Canvas: